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ABSTRACT

This paper is presented in three parts. Part 1 discusses a three-phase research project in civics conducted during the school years 1984-85, 1986-87, and 1988-89 by a research institute in Emilia-Romagna (Italy). Students and teachers were surveyed in the preliminary 84-85 survey, which indicated that civics was not effectively integrated into an otherwise well-defined curriculum. A comparison of the 86-87 and the 88-89 survey results revealed a greater awareness on the part of the latest generation regarding civic and political matters (tables are included). However, civics education still does not represent a separate subject and is not allotted a specific place in the curriculum; a specific civics test is available, but is not compulsory. A majority of teachers were in favor of making political education a separate unit of instruction. Students were especially interested in open and frank discussions of moral issues. Part 2 explores the requirements posed by the scientific and research requirements of contemporary society on social studies curricula, including the development of the discipline of innovation science. Civics education is being increasingly seen as of paramount importance for the reformed syllabus, no longer considered an aseptic, marginal subject but rather one that naturally links with the other disciplines, especially with social studies. Part 3 discusses the role of audio-visual aids in enhancing the impact and effectiveness of civics education. (PPB)

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CIVICS EDUCATION IN HIGH SCHOOL CURRICULA. PRESENT SITUATION AND FUTURE PROSPECTS:

RESULTS OF RESEARCH CONDUCTED IN SEVERAL ITALIAN REGIONS AMONG TEACHERS AND PUPILS DURING SCHOOL YEARS 1984/85, 1986/87, 1988/89

INTRODUCTION

During the school years 1984/85, 1986/87 and 1988/89 IRRSAE (i), Emilia-Romagna conducted a three-phase research project into civics education in high schools in this region using two questionnaires wich in the last two phases weere identical.

1. Phase I 1984/85

Civics teaching as a part of the History and Culture syllabus.

This was a preliminary survey in preparation for a subsequent one in 1986/87 and concerned history and general culture teachers of 448 classes of 42 different institutes and representating 397 schools in Emilia-Romagna.

The survey consisted of analysing the final situation reports sent in by teachers at the conclusion of the school year 1984/85 giving the work actually done, the methods followed and whether the aims set were archived.

1.1. Research Aims

The above survey aimed to:

1) assess relevance or obsolescence of the Civics Education programs issued by the Ministry for Public Education on the basis of Presidential Decree no 585 of June 13, 1958,

wich authorized this subject as part of the curriculum for high schools;

2) assess innovations introduced by teachers that developed from the original ministerial blueprint;
3) assess the effective use of freedom of teaching wich was recognized by Arts. 1 and 2 of Presidential Decree 417/74 as far as preparation, implementation and assessment of curricula are concerned;
4) identify experimental initiaves by teachers using original strategies and instruments against the backdrop of an innovative school setting;
5) identify the trends in teaching means and methods in the schools concerned;
6) assess the complementarity or discrepancies between the teaching methods actuall adopted and the ministerial program;
7) assess the actual amount of Civics education imparted by teachers of History and General Culture during their training courses. (According to the ministerial program, History teachers in Lyceums, Technical Institutes and the "Magistrali" Institutes should dedicate 2 hours per month to the subjects indicated in the official decree. The same applies to teachers of General Culture in the Trade Schools (Istituti Professionali);
8) assess the place of Civics in encouraging inter-disciplinary study;
9) how civics is actually taught;
10) the feasibility of teaching civics;
11) initial and in-service training of civics educators.

It was revealed that Civics does not appear as a separate and specific subjects in otherwise well-defined curricula. The issues that usually come under civics are seen as involving the whole training system and not be tied down to a weekly time-table with pupil assessment requirements and tests. Many history and general culture teachers see civics as being and integral part of the whole scholastic program and therefore without the need to allot a specific plase in the time-table.

The final reports drafted by the teachers at the end of the school year usually show very few specific civics topics as being dealt with.

2. Survey into Civics teaching for school year 1986/87 - the attitude of young people and teachers to political studies - The Teaching of civics in high school.

The IRRSAE of Emilia-Romagna has promoted a survey of the status of the teaching of Civics in the high schools of the region, with the aim of achieving a thorough analysis of its contents, methodology, specific and general objectives, testing, evaluation, validity and productivity.

This study is part of the research promoted by the High School Division of Emilia-Romagna's IRRSAE to verify the educational planning actually being carried out in the higt schools of the region.

Often vaguely defined considered merely as one of the educational aspects to be found within the context of other, major subjects, Civics is found not to be integrated into the teacher's planning in the "consiglio di classe" (2).

The survey was begun by giving out questionnaires on the teaching of Civics, and aimed at ascertaining whether Civics is taught as an independently structured course endowed with an organic unity of its own as well as interdisciplinary or multidisciplinary valence, or whether it is the result of the expression of thamatic blocks or occasional ideas.

The survey was carried out on a sample of 28 of the region's higt schools, representing the total 392 schools of alla levels existing in Emilia-Romagna's 8 provinces. While this sample included schools or courses in which structural experimentation of a certain weigh is carried out, the previous survey had been dedicated exclusively to schools keeping to common ground and official syllabuses: the aim of this monodisciplinary survey being in fact to achieve a better knowledge of what actually happens in school, as well as of the educational trend.

The schools involved in the survey on the teaching of Civics belong to the following categories:

Classic, Scientific and Pedagogical	14
- Licei Ginnasi (3)	3
- Licei Scientifici (4)	6
- Istituti Magistrali (5)	5
Tecnichal	9
- Istituti tecnico-commerciali (6)	5
- Istituti tecnici industriali (7)	2
- Istituti tecnici agrari (8)	2

Vocational	5
- Istituti professionali per il Commercio (9)	2
- Istituti professionali femminili (10)	1
- Istituti professionali industria (11)	1
- Istituti professionali agricoltura (12)	1

1719 questionnaires were filled in and returned to us by the students while 253 were filled in by the teachers. The number of questionnaires per school was divided as follows:

	STUDENTS	TEACHERS
- Ginnasio-Liceo Classico	143	30
- Liceo Scientifico	358	49
- Istituto Magistrale	248	25
- Istituti Tecnici (total)	682	116
- Istituti Professionali	228	33
TOTAL	1719	253

IRRSAE Emilia-Romagna conducted the second leg of its research program during the school year 1986/87 into the present status and future prospects of Civics teaching.

A sample of some 10% of all high schools in Emilia-Romagna was contacted.

Questionnaires with various items were issued to sone 2nd and 5th year pupils in some institutes.

2.1. Aims and methods of the survey into student attitudes

The questionnaire aimed at assessing whether:

1) students knew the previsions of the ministerial program for civics;
2) they ever refer to the civics manual;
3) they are able to identify any of the topics mentioned in the ministerial decree as having been dealt with during the school year;
4) they consider the topics mentioned by the ministerial program as being still pertinent;
5) other civics topics had been proposed during the school year;
6) civics topics had been dealt with during lessons other than those officially envisaged as dealing this area, i.e. history or general culture;
7) they believe civics is a useful means of helping to overcome the gap between school and the rest of society.

The questionnaire given to some pupils in the second part of the survey related to the link between civics and political studies.

The students were asked:

a) wath is politics for them;
b) if they believe that politics influences the life of the school, the family and business;
c) their opinion of the Constitution, their organs and agencies of the state, political parties, trade unions, school;
d) whether they believe young people should participate in political activities;

e) whether they consider their peers as being interested in politics;
f) what educational agency (school, mass-media, church, political parties, trade unions) in their opinion most influence their political education;
g) whether the school concerns itself with political education;
h) whether they consider it right that the school impart political education;
i) what place political education should have in the school syllabus (i.e. be a separate subject or come within another discipline ...).

2.2. Aims and Methods of the survey among teachers

A questionnaire was distributed to a sample group of teachers interviewed in order to assess the status of civics education in the eyes of high school teachers. The questions were by and large the same if couched in slightly different language.

The final questions are of particular relevance, namely:

1) what is the role of the teacher's personal ideology;
2) are young people, in the opinion of the teacher, interested in political education;
3) how does the teacher evaluate the political awareness of his/her group of pupils.

3. Phase 3

2 years subsequently, in the school year 1988/89, IRRSAE Emilia-Romagna together with its sister associations in three other Regions (Basilicata in the south, Sardinia for the large islands and the frontier region of Friuli-Venezia Giulia in the north) and 2 school institutes, one in Lombardy, the other in Emilia-Romagna conducted a further survery distributing the same 1986/87 questionnaire to teachers and pupils of various secondary schools with a view to ascertaining the followuing:

1) the opinion of teachers and pupils alike on the actual status and fiture prospects for civics and political education in Italian regions that are so dissimilar;
2) has there been a change in attitude vis-a-vis civics education compared to the attitudes expressed in the previous survey in these very disparate regions.

3.1. **Research sample for 1988/89**

Overall some 2,787 pupils (1,482 under 16 (53.1%) and 1,305 (46.9%) over 16 years of age) and 179 teachers were contacted. All the young people were attending the last and final year of the school course. The following gives a more detailed break-down of the samples:

The Basilicata Region (Southern Italy)

- 13 schools were chosen offering different types of curricula

- 30 classes at the end of the three-year program (995 pupils interviewed)
- 56 classes at the end of the three-year program (995 pupils interviewed)
- 116 teachers interviewed.

The Island of Sardinia
- 10 schools
- 14 Two-years course classes (227 pupils)
- 12 3-year course classes (268 pupils)
- 56 teachers.

Friuli-Venezia Giulia (Northern Italy)
- 1 school
- 2 2-year course classes (40 pupils)
- 0 3-year course classes (0 ")
- 2 teachers

Lombardy (Northern Italy)
- 1 school
- 2 2-year course classes (33 pupils)
- 1 3-year course classes (19 pupils)
- 2 teachers

Emilia-Romagna (Northern Italy)
- 1 school
- 2 2-year course classes (36 pupils)
- 0 3-year course classes (0 ")
- 2 teachers.

4. Comparison of 1986/87 and 1988/89 data

1) In their answers to the questionnaire both teachers and pupils alike reflect the relations existing in their region between citizen and central and peripheral state administration. It should be remembered that two of these regions - Sardinia and Friuli-Venezia Giulia - enjoy special political autonomy sanctioned by special statute, while in the south the problem of unemployment, the lack of economic development, the absence and disinterest of the state in local problems and organized crime are all factors that clearly show up in the answers given.

2) Although not markedly different from the previous set of replies, the latest survey nonetheless evidences greater awareness on the part of the latest generation to matters regarding civics and politial education. This can also be attributed to the greater coverage given to such matters in view of the 1992/93 Single European Market when frontiers within the EEC will be abolished permitting free movement of workers, industrial products and commercial services in general. This has become a focal question for politicians, small and big-time entrepreneurs, public and private concerns, schools and universities, enhancing a drive towards reconversion and modernization in order to be equipped to face the challenge that this single market will hold.

Among school attenders the subject has been widely debated and aroused great interest especially to the extent that there are prospects for new and different job

opportunities.

3) Greater emphasis was given in this survey to questions of education for peace, development and cooperation with underdeveloped countries and peoples, tolerance, religious and racial integration especially of colored non-seasonal immigrants into large Italian towns, tourist areas and into the labor market.

4.1. Common structures, aims, didactics approach and forms of assessment in the answers

In the answers given in both surveys (1986/87 and 1988/89) it appears that civics training does not represent a separate subject matter wich is allotted a specific place on the time-table but rather a set of civics topics are dealt with on a sporadic and random basis.

In fact the methods and teaching aids used are limited:

- a specific civics text which, however, is not compulsory;
- various texts of relevance to civics dealing with current events, social behaviour etc;
- newspapers in class, films dealing with current political and social questions;
- debates in class or in assemblies.

4.2. Teachers and Political education

Teachers returned very vague answers as to their idea of politics and whether this should be a part of civics

studies. However the majority were in favor of making political education a fully fledged part of school curricula (84.3% for 1986/87 and 85.3% for 1988/89).

On the question of the role of the teacher's personal ideology and its influence on is teaching, che answers showed a clear attempt to avoid behaviour that would go against deontologically ethical practice. Some teachers, however, found it inevitable and indeed dialectically useful to make know and exploit personal cultural and political beliefs (32.6% in 1986/87 and 42.6% in 1988/89).

According to the teachers young people are moderately interested in political education topics but not disposed to taking an commitment in the political field (48.6% in 1986/87 and 49,8% in 1988/89.

The "ideological retrenchment" following the period of protest from 1968 to 1978 has led young people to subscribe to other forms of social commitment, i,e, the environment, voluntary work, international cultural relations, tourism (52.0% in 1986/87 and 56.3% in 1988/89). In the last survey, teachers tended to underline what young people expect of political society, i.e. greater justice, coherence, honesty, trust and a wider place for young people.

4.3. Contents

The answers from the two surveys show prevalent interest on the part of pupils in topics of a social and economic nature, while teachers placed emphasis on political institutional questions.

4.4. Political/institutional questions

Many teachers show full awareness of the need to consider the close relationship existing between subjects such as history, philosophy, economy, Italian, law, economic geography and the like as well as allowing the student to appreciate the evolution of ideas and political movements up to our times.

It was considered that there are many opportunities to conduct comparaive analyses between the various disciplines taking the cue from current political events such as elections, referenda, political debates, etc.

4.5. Social and Economic questions

The questionnaires indicate young people's interest in social matters and economic relations that create an ever-increasing interdependance between individuals, the community and states.

Particular interest is given to primary socialization involving the family, young people, women, the elderly. Puplis would like to see the school dealt with in civics education along with subjects such as the mass-media society, leisure time, modern-day deviant behaviour (drugs, abuse of minors and women, juvenil delinquency, organized crime, family conclicts) education to tolerance, professional guidance, labor mobility and retraining, unemployment among women, young people and well qualified people and problems of cooperation with underveloped

countries.

Interest in these social and economic questions come out in the "open" answers and especially in the questionnaires draffted by pupils of the technical and trade schools.

4.6. Moral Questions

Particular interest was expressed by pupils in moral questions, with great attention being placed on the generation gap and the contradiction between and adult and juvenil world. Examples were given of political and financial scandals (bribes, tax dodging, organized crime, corruption and graft in general ...) and the frustrations and limits imposed upon young people who feel acutely the problems of justice, the Third World etc, to the extent of becoming voluntary workers helping various groups of social outcasts.

This explains why the hour set aside for religion is often seen by pupils as an opportunity to take a hard look at the moral questions posed by civics education. Being a lesson not encumbered by any assessment requirements, this is the time when such matters can best be faced in open discussion.

5. Comparing the two questionnaires for teachers and students and the results for 1986/87 and 1988/89

The forst survey conducted in Emilia-Romagna during the

1986/87 school year and the second which was extended to other regions of Italy in 1988/89 provided much interesting research data.

Preliminary outline

Schools contacted	28	1986/87
	26	1988/89
Teachers "	253	1986/87
	179	1988/89
Pupils "	1,719	1986/87
	2,787	1988/89
2nd year classes	40	1986/87
	50	1988/89
5th or last yr cl.	44	1986/87
	69	1988/89
Pupils under 16 yrs.	48.1%	1986/87
	53.1%	1988/89
Pupils over 16 yrs.	51.9%	1986/87
	46.9%	1988/89

	Teachers	Pupils	
1) Is civics thaught in class?	yes 75.9%	yes 38.0%	1986/87
	78.4	45.2	1988/89

2) Is a textbook or other literature used?	yes	18.0	yes 35.0	1986/87
	"	20.4	" 37.2	1988/89
3) Is the ministerial civics program still valid?	"	23,7	" 31,3	1986/87
	"	26.8	" 33.6	1988/89
4) Wath does "politics" mean for you? (positive judgement in under 16s) ....."		86.9	" 78.1	1986/87
	"	88.8	" 74.2	1988/89
(positive judgement in over 16s) ....".		77.8		1986/87
			" 80.1	1988/89
5) Should civics include political ed ? ....."		84.3	" 16.6	1986/87
	"	86.3	" 20.9	1988/89
6) Should the school concern itself with politics? ....."		82.1	" 53.5	1986/87
	"	86.9	" 57.3	1988/89
7) Are young people concerned with political matters? ....."		48.6	" 4.0	1986/87
	"	49.8	" 6.2	1986/87

8) Do you consider your pupils concerned with politics?	yes	7.2	yes	4.0	1986/87
	"	8.6	"	6.9	1988/89

6. General Assessment

Consideration of the answers given in the two above-mentioned survey allows us to draw the following conclusions:

1) Civics as a subjec proper is taught more frequently in techincal and trade school: Other schools follow in rank order from the "magistrali" to lyceums;
2) teachers tend to choose political and institutional matters while pupils put emphasis on social and economic questions;
3) the actual courses taught put the emphasis on imparting concrete information in contrast to the generic exhortations found in the ministerial program;
4) these ministerial programs prove not to fit into the two- or three-year programs for wich they are designed and are ill-suited to include attendant subjects such as history, general culture;
5) there is widespread interest on the part of pupils to have a specific civics and political education course even if located in an interdisciplinary area.

7. Final considerations

7. Final considerations

It may be conclude that there is a general feeling that Civics education requires rethinking and adapting to the educational requirements of its users while awaiting the reform of the two-year cycle and indeed the whole high school system to be implemented.

Teachers and pupils alike indicated their expectations for such reform in order to better place civics education correctly as a reference point for many disciplines.

However, such reform cannot side-step certain human values that are underlined in the ministerial program, notably that the educator must alway bear in mind the need to "draw a comparative history of power, its institutional forms and how power is exercised, with the aim of instilling the conviction that morals and political may not be legally separated and hence that the final aim of politics is to further mankind".

N O T E S

(1) I.R.R.S.A.E.: The institute that promotes research, experimental courses and refresher courses for teachers in the field of Education in Emilia-Romagna.

(2) The team of teachers, divided according to homerooms, meeting with two students and two parents elected to represent the class.

(3) Comparable to high schools with college preparatory courses wich emphasize the humanities (5-years).

(4) Comparable to high schools with college preparatory courses with emphasis on Science and Mathematics (5-years).

(5) High schools that issue a teaching certificate or diploma after a 4-year course; graduates are qualified to teach in primary schools (ages 6 to 11).

(6) Technical high schools specialising in commercial courses and accounting.

(7) Technical high schools specialising in industrial courses.

(8) High schools specialising in agricolture.

(9) High schools specialising in work-preparatory courses in the field of commerce.

(10) High schools specialising in work-preparatory courses for girls.

(11) High schools specialising in work-preparatory courses in the field of industry and crafts.

(12) High schools specialising in work-preparatory courses in the field of agricolture.

RESEARCH, DEVELOPMENT AD INNOVATION IN SOCIAL STUDIES, CIVICS AND POLITICAL EDUCATION CURRICULA

1. Research and development: scientific cognitive resources and technological development in contemporary society

Modern-day society is conditioned by far-reaching technological innovation whose effects are felt at the macro-economic level, engendering keen competition on all frontiers of knowledge and imposing research oriented to development and productivity.

During industrialization and today with advanced technological change, the element that distinguished the more advanced from the less developed countries is the cultural - or more appropriately - the scientific cultural level.

The ever increasing demand for consumer goods necessitates the availability of ever growing resources which in turn may only be ensured by production processes that are the fruit of enormously expensive research programs.

A UNESCO report at the beginning of the 60's indicated scientific knowledge as increasing exponentially, so much so as to warrant a doubling of activity in technologically advanced countries while sectors not endowed with research possibilities would reach the same level of development only often 40 years.

2. A new discipline: Innovation Science

This new discipline is already been debated which will be the training ground for trainers, experts and research investigators in the schools and firms of the more

industrialized countries.

The basic grounding in this new discipline must be given at school, an instituion which in Italy is undergoing deep-seated restructuring (reform of the high school system, new experimntal curricula, legal, administrative, financial and didactic independence of the various institute) withe a re-thinking of the methods, means and very objectives of the education process itself.

The italian school system, however, risks being side stepped by the process of innovation, research and development, being less nimble and slower to move, withe end results that are not as good as that produced by the schools of the other industrialized countries. A gap therefore exists between the training potential of a school institution and the effective productivity of our society.

For meny years bogged down in the diatribe over the two cultures pimpointed by C.P. Snow's "The Two Cultures" (Feltrinelli, 1964), the Italian school system is now facing the liberalization of the European Community market, work force and production without the innovative programs developed by the industrial and commercial sectors.

To bridge this gap between school and the economic society, the proposal is often voiced of transferring managerial parameters to the school setting so as to instil innovation, research and development into the training processes offered.

Seeing the school as a business firm is a hypothesis which has had many advocates and is oft reiterated by school operators and legislators who are eager to make possible an extension of the legal and didactic autonomy of the school.

Indeed this proposal will doubtless be tabled again and supported by economic operators at the "National School Conference" planned for autumn 1989 and sponsored by the Ministry of Education and actively encouraged by the Italian Parliament.

Simply tranferring business technologies and methods to the school setting is no easy feat since the very structures and aims of the two sectors - one to teach, the other to produce - are different. The school produces and transforms culture, not goods or services; it is concerned with the overall growth of the individual, who often only at a later stage will give evidence of the degree and excellence of the teaching imparted.

It must also be borne in mind that every pupil is a "prototype" of the training process and not a stereotype to be reproduced ad infinitum. In fact the school can be seen as having as many training projects are there are pupils under the guidance of their teachers.

3. Social Studies: a discipline concerned with research and development

Social studies are particulary suitable to encompass the principles of Innovation science or innovatics, being able to receive the input from pure and applied research and be a link between the school context and research conducted in the business and production sector.

3.1. How should the Social Curriculum for Secondary schools be structured? The problem: research and its aims

There is onsiderable debate over the meaning and significance of "social studies" as part of high school education. This debate is all the more keenly felt in view of the coming single European market of 1992/93, which has also prodded the often laborious implementation of reform in the Italian high school system. The reform project envisages an initial two-year curriculum common to all students followed by a more specialized three-year cycle in institutions enjoying legal, didactic and administrative autonomy, which will be the result of radical reform of the structures, methods and aims of the high school.

While awaiting such far-reaching reform, the Social Studies curriculum has been the subject of considerable experimentation, which will undoubtedly be a topic of considerable discussion at the October 1989 "National School Conference" already mentioned.

Reasearch into this new Social Studies syllabus has delineated several areas, namely "general objectives", "specific studies" and an "intermediary" or "transversal" area which would draw from other disciplines as well as the student's own culture heritage.

4. Problem areas and Social Studies research

These problem areas can be summed up as follows:

a) The Social Studies question: a third culture in today's society? The new frontiers of "social studies".

b) Academic disciplines in a changing world and their relationship with the area of "the science of man and society".

c) "Behavioural science", the new "science of man and society": its place in the reformed school.

d) Society and the individual in the context of social studies.

e) Curriculum and experimentation: Social studies teaching strategies in high school in Italy and other countries with different cultural, ideological and institutional backgrounds.

Debate has dissipated the uncertainty and doubt as to whether the technical-scientific culture which was seen as succeding the artistic-humanist culture was to be followed by a third type of culture, namely "social sciences". Research has in fact shown that culture as such is indivisible and at all times a function of research and enquiry and the use of increasing diversified methods to manifest its values.

5. Civics and Social Studies

Civics education is being increasing seen as of paramount importance for the reformed syllabus, no longer being considered as an aseptic, marginal subject but rather one that naturally links withe other disciplines, especially with social studies (1).

5.1. Civics and Political education themes as part of "the science of man and society": proposed new curriculum of "education for peace, environmental protection and development"

Education for peace, environmental protection and development fits well into the context of "science of man and society" for the for the following reason:

a) the subject matter is concerned with man, his values and aspiration, his need for justice, equality and collaboration,

b) the type of social and environmental research conducted by those concerned with environmental protection and halting pollution, respect for nature and devising innovative curricula to include the study of the relationship between the individual and society in three main areas: the political, civil and economic;

c) Act n.o 49 of February 26.1987 (New regulations governing Italy's cooperation with developing countries); in particular Art. 2 para H.

5.2. Young people and International Cooperation: their point of view

The opinions and behaviour of high school pupils regarding the teaching of development and international cooperation with Third World countries formed the basis of the research carried out for the voluntary association "Mani Tesi" by CENSIS (Centro Studi Investimenti - Roma) in 1987. The main objective was to get to know the perceptions, knowledge, opinions and behaviour of high school pupils on

questions surrounding the teaching in school of development and international cooperation with Third World countries.

Using a nation-wide sample of pupils, the research had two objectives, namely to ascertain:

- students perception of the "third world";
- the contribution of information given at school on this subject.

The sample consisted of 1,618 pupils of the 2nd and 5th year from 32 high schools distributed throughout Italy as follows: in the north: 14 schools in Turin, Crema, Tirano, Vicenza, Venice, Modena, Trieste, Schio, Bormio, Rimini, Milan, Trent, Genoa; in the centre: 7 schools in Rome, Florence, Fermo, Perugia, Terni; in the south: 11 schools in Siracusa, Augusta, Alghero, Sassari, Naples, Palmi, Campobasso, Vasto, Potenza, Maglie.(2)

The research was divided into the following subjects:

- Sources of information on Third World countries
- Opinions on the value of information imparted in class on third world problems
- Features of a third world country
- Young people's opinion on the reason for the precarious development of third world countries
- Opinions on the development model for third world countries (%)
- Opinions regarding the remedies necessary to ensure development of the countries
- Opinion of young people vis-a-vis a series of statements made regarding international cooperation
- Institutions/Organizations whose task it is to educate in the field of development and international cooperation

- Opinion regarding school activities aimed at enhancing understanding of third world problems
- Iniziatives taken by the school to raise awareness of third world questions
- Opinions as to the reasons why teachers do not deal with third world matters in class
- Opinions on the how textbooks consider the problems of the third world
- Treatment of third world questions by textbooks.

6. Conclusions

In the opinion of school attenders the Social studies syllabus is an ideal means of helping to understand the often complex and contradictory process of our society, being able to bring together numerous disciplines such as sociology, economy, law, civics, religion, psychology, philosophy, demography and geography.

The Social Studies curriculum can be one of the most significant moments in the ethical education of young peopl, allowing them to discover and understand the laws that govern, determine and condition the relationships between the elements that make up our society.

This sort of program is an ideal observatory from wich young people may perceive their future role and place in the political, economic and civil context of society at large.

N O T E S

(1) For further information see Lucio GUASTI and Tolmino GUERZONI's publication "Civics education in high School Curricula - present-day situation and prospects - results of a survey in Emilia Romagna conducted among teachers and pupils during the academics years 1984/85 and 1986/87. (Annali della Pubblica Istruzione, studi e contributi, p. 159-196 - Le Monnier, Florence).

(2) Claudio BUCCIARELLI - "Cooperazione internazionale: il punto di vista dei giovani" in CENSIS - Note e Commenti, Anno XXIII, Ed. 4, April 1987, p. 3-19.

AUDIO-VISUAL TECHNIQUES
IN
THE TEACHING OF CIVICS

1. Introduction

During the two year period from 1986 to 1988, IRRSAE milia-Romagna together with the Films Section of the Department of Italian Studies of the University of Bologna designed a civics training course wich gives high priority to the use of audio-visual techniques to integrate both textbook and class-room lessons.

Teacher updating consist of six residential seminars in Bologna to be held in 2 sessions over the period of one year.

This initiative was born of the survey carried out during 1984-85; 1986-87 and 1987-88 by our Institute, IRRSAE, together with similar institutes througout Italy during wich a wide-ranging investigation was conducted on the issue of "the status and prospects of civics as part of the school curriculum".

IRRSAE Emilia-Romagna's training project envisages civics issues being examined through the in-depth comparative study of the languages of text and audio-visual presentations.

Today the school in still the privileged vehicle for the transmission of knowledge and education in general as well as civic education.

However many other cultural and educational sources use audio-visual mass-media to propose alluring ethical and cultural messages directed at young people, who therefore come to the school setting having already influenced by the effects of the sound and image culture. As a result the need

was seen to equip civics educators with cognitive instructional ability in the use of audio-visual tools in order to enhance the impact and effectiveness of their didactic message.

Experimentation into training course methods and didactics centered either on the single discipline of civics as laid down by the Ministery of Education's program or on a more recent open-ended curriculum with inputs from several disciplines and various teachers.

Both the written and oral tests of the final exams wich conclude the high school cycle have shown quite conclusively the validity of a civics course linked to an audio-visual study course. In fact candadates who had taken this experimental course using audio-visual tecniques in the teaching of civics showed greater ad more appropriate cognitive and interpretation ability than those who had not.

2. Innovation in civics and political curricula

Of the interdisciplinary applications in the teachers training course, the following topics have become part of the curricula of several high schools:

a) the citizen and State in the culture and civic education of society in classical, medieval and modern times as seen through audio-visual historical reconstruction (films, theater etc.);
b) civic education of the American citizen and the development of American political, civil and economic

society as seen by the movies and their portrayal of the most significant myths, ideals and historic events drawn from folklore theater, art, misuc, poetry and novels;

c) rights of citizens, dictatorship, democracy in contemporary society in the films of the most famous directors of our time (Chaplin etc.);

d) the formation of the Italian state, social struggles, the evolution of ideals and political forces in Europe, the various types of criminal activity and the contradictions within the political, economic and civil society of the old world, using comparative analysis of traditional text book material and films.

A school boy or girl is not only an intelligent being but a physical being whose senses form the most rapid vehicle of perception. Didactic innovation therefore will have little sense unless it takes into account the need felt by young people today to integrate rational learning. The psichology of learning recognizes that the culture of the moving image accompanied by sound in its most expressive forms plays a fundamental role in comprehension, memorization and critical re-eleboration of a given message.

Films, documentaries and other forms of audio-visual communication are civics teaching aids that can be used both as an alternative to or replacement of texts or the class-room lesson.

Today the audio-visual product is consumed as a passing "entertainment" or as a passive occupation of leisure time, with young people playing particular attention to sports and musical events.

The institute's training project has the aim of revising the attitude of mistrust manifested by civics educators - and indeed most teachers of all other disciplines - towards audio-visual techniques. In fact many school teachers are of the opinion that audio-visual instruments in the school curriculum are simply dispersive.

The use of audio-visual demonstrations as part of a civics course is intended to dismantle the scepticism and prejudices regarding the former. The approach is to enhance the "hyperlanguage" of the audio-visual product as part of a wider cognitive process of the complex reality of contemporary society.

2. IRRSAE Emilia-Romagna's experimental civics curriculum using audio-visual demonstrations for 2nd and 3rd year secondary school cycles.
"Annual work plan based on methodological and didactic experimentation" as laid down by Art. 2 of the Presidential Decree n. 419 of May 31, 1974 and guidelines set down by the Ministerial programs for Civics as per Presidential Decree n. 585 of June 13, 1958".

The experimental project refers to high schools following a single-branch curriculum for the Two-Year Cycle and subsequently opting for one of three objectives in the Three-Year Cycle.

Only the main topics of the Program will be given (Didactic Groups wich in turn break down into Didactic Units corresponding to one or two lesson hours).

3. TWO-YEAR PROGRAM

Year 1

a) The individual and his needs - The environment and how it conditions man - The rights and duties of the citizen.

b) Audio-visual techniques - The language of sound and image - Analysis of films having a relevance for Civics education.

Year 2

a) Freedom: guarantees and limits - The origin and nature of Greco-Roman political, civil and economic society - Work, its instruments, relations between employees and the company - Man and society in the contemporary world of mass media.

b) Film techniques - the audio-visual message - current ideals and political forces from the 19th century to our times as seen through opinion-making movies - The cartoon strip and cartoon and their influence on information and civics education for young people.

4. THREE-YEAR CYCLE (Curriculum with emphasisis on legal, economic and social subjects)

Class III

a) Social solidarity, development cooperation for regions and states out of the main stream of the economic and civil progress of modern society.
The concept of state and nation - how a state is organized: public bodies - the legislative - the

executive - the judiciary; Local authorities: their role and functions -.

b) The development of the cinema from the silent movies to sound and its interpretation of political economic and social aspects of society.

Class IV

a) The organization of Italy and other Community countries - Post-Industrial society - new professions - the opening up of European Community markets in the early nineties.

b) Emigration and its ethical and social as seen by the cinema - contemporary films and their treatment of young people's problems.

Class V

a) The State and its international relations - Political, economic and military treaties signed by Italy - Education for peace, environment protection and racial and religious integration.

b) Films based on books or theatrical works dealing with racial and religious matters.

5. <u>THREE-YEAR CYCLE (Curriculum with emphasis on scientific and social subjects)</u>

Class III

a) Society, national and international organizations promoting scientific cooperation - Research, technological development and innovation: their influence on work relations and new professions - school and professional

orientation - Private and partially state owned companies.

b) Human and social relations; the individual and technological society as interpreted by contemporary film makers.

Class IV

a) Scientific innovations - The individual, his profession choises and his relations with a company in the process of technological change - Political and social development in technology oriented companies and economically under-developed countries - scientific progress and environmental protection.

b) Analysis of documentary films on the environment, deterioration of our planet (glasshouse effect, deforestation, desertification, ozone, etc.) - the use of videocassettes showing the problems arising for the natural habitat with advances in technology.

Class V

a) The Italian Constitution - Comparative study of the various constitutions of other EEC countries. School and profession training programs in the EEC countries - The social state and the welfare state - cultural, demographic and social factors influencing new individual and collective needs.

b) Television programs dealing with civics educations - Civics education as dealt with by audio-visual and television programs both in Europe and beyond - the use of Italian and foreign documentaries on how legislation

and judicial structures are adpting to new social realities.

6. THREE-YEAR PROGRAM (Curriculum with emphasis on humanistic, historical and social subjects)

Class III

a) The State and its powers (Legislative, executive and judiciary) in the development of Italian society from the Albertine Statue (1848) to the Republican Constitution (1948) - Political and civil rights - Work relations between the individual and a private firms and between the individual and a public enterprise - the role of the trade unions.

b) Popular traditions, films taken from books or theatrical works on the political and social development of Italy - Interventionist and neutralist ideas current in the early 20th century are their treatment by films - trade union struggles and their reconstruction by audio-visual techniques.

Class IV

a) European political, civil and economic society and the development of cooperation - the idea of a united Europe - the passage from a peasant culture to being an advanced tertiary society: problems of professional retraining; the birth of new social and interfamily relations; the passage from manual based skills to the computer - The birth of new requirements and values.

b) Filmforum: practice in analysis and debate of content,

estetic aspects and technique of films viewed dealing with the following topics: population and its distribution with reference to current resources - internal migration within Italy, Europe and the two Americas.

Class V

a) Education in environmental protection, development and peace as written into the Italian legislation and EEC norms - Civilian volunteer workers - the handicapped and other social outcasts in modern society - education in sporting activities - Italian and international legislation concerning prevention, therapy and social rehabilitation of drug abusers and other victims of deviant behaviour - The role of the UN, UNESCO, WHO and other international organization fostering peace, solidarity, adult education, health and civil rights.

b) Values and objectives of solidarity as developed by films taken from literature or theatrical works - movies made by the pupils themselves on topics of interest to the young (school and professional guidance; racial integration, helping young social outcasts; preventing drug abuse; sports hooliganism) - the new requirements of post-industrial society.

Technological progress and organized endemic crime as represented by newcasts and films.

CONCLUSIONS

Teachers and pupils alike are convinced of the importance of having available instruments and methods that can enhance in-depth understanding of the complex phenomena that make up our social, political and economic reality today. The use of audio-visual tools in civics education allows for didactic innovation, better enabling pupils to become active, aware participants of their society.

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